Child Development

#09026
Grades 9-12

❖ To increase students' knowledge of how children grow and develop, and to foster acquisition of skills that promote healthy development of the individual. Content may include: processes in individual development; cultural and ethnic differences and similarities in child care; how children learn; age-appropriate activities for children; family development and preparation for parenthood; prenatal development; changing relationships within the family; current issues relating to children and families; sources of support and assistance; related careers; leadership development

Credit:
¼, ½, or 1
Max credit = 1

MIS03#09026	0.25, 0.5 or 1.0 Credit	CHILD DEVELOPMENT	

Career, Community and Family Connections			
Content Standards	**Competencies**		✔
1.2 Demonstrate transferable and employability skills in school, community and workplace settings.	1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.		
	1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.		
	1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.		
	1.2.8 Demonstrate work ethics and professionalism.		
Consumer and Family Resources			
Content Standards	**Competencies**		
2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.		
2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	2.6.1 Evaluate the need for personal and family financial planning.		
	2.6.2 Apply management principles to individual and family financial practices.		
Education and Early Childhood			
Content Standards	**Competencies**		
4.1 Analyze career paths within early childhood, education and related services.	4.1.1. Explain the roles and functions of individuals engaged in early childhood, education, and services.		
	4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.		
4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.	4.2.1 Analyze child development theories and their implications for educational and childcare practices.		
	4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.		
	4.2.3 Analyze cultural and environmental influences when assessing children's development.		
	4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.		
	4.2.5 Analyze strategies that promote children's growth and development.		

Content Standards	Competencies	
4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.	4.3.1 Analyze a variety of curriculum and instructional models.	
	4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.	
	4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.	
	4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.	
	4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.	
	4.3.6 Establish activities, routines, and transitions.	
4.4 Demonstrate a safe and healthy learning environment for children.	4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	
	4.4.2 Apply safe and healthy practices that comply with state regulations.	
	4.4.3 Implement strategies to teach children health, safety, and sanitation habits.	
	4.4.4 Plan safe and healthy meals and snacks.	
	4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.	
	4.4.7 Demonstrate security and emergency procedures.	
4.5 Demonstrate techniques for positive collaborative relationships with children.	4.5.1 Apply developmentally appropriate guidelines for behavior.	
	4.5.2 Demonstrate problem-solving skills with children.	
	4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.	
	4.5.4 Implement strategies for constructive and supportive interactions between children and families.	
	4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.	
Family		
Content Standards	**Competencies**	
6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.	6.2.2 Analyze the effects of social and cultural diversity on individuals and families.	
	6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.	
Family and Community Services		
Content Standards	**Competencies**	
7.2 Analyze factors relating to providing family and community services.	7.2.6 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.	
	7.2.7 Analyze community-networking opportunities in family and community services.	

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.	7.4.1 Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.	
	7.4.2 Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.	
	7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.	
	7.4.5 Analyze situations which require crisis intervention.	
	7.4.6 Summarize the appropriate support needed to address selected human services issues.	
7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions.	7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.	
	7.5.4 Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.	
	7.5.5 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.	
	7.5.6 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.	
Food Science, Dietetics, and Nutrition		
Content Standards	**Competencies**	
9.2 Apply risk management procedures to food safety, food testing, and sanitation.	9.2.1 Analyze factors that contribute to food borne illness.	
9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.	
	9.3.6 Critique the selection of foods to promote a healthy lifestyle.	
Human Development		
Content Standards	**Competencies**	
12.1 Analyze principles of human growth and development across the life span.	12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.	
	12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.	
	12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.	
12.2 Analyze conditions that influence human growth and development.	12.2.1 Analyze the effect of heredity and environment on human growth and development.	
	12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.	
	12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.	
	12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.	
	12.2.5 Analyze geographic, political, and global influences on human growth and development.	

12.3 Analyze strategies that promote growth and development across the life span.	12.3.1 Analyze the role of nurturance on human growth and development.	
	12.3.2 Analyze the role of communication on human growth and development.	
	12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.	
Interpersonal Relationships		
Content Standards	**Competencies**	
13.1 Analyze functions and expectations of various types of relationships.	13.1.6 Demonstrate stress management strategies for family, work, and community settings.	
13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.	13.2.1 Analyze the effects of personal characteristics on relationships.	
	13.2.3 Analyze the effects of self-esteem and self-image on relationships.	
13.3 Demonstrate communication skills that contribute to positive relationships.	13.3.1 Analyze communication styles and their effects on relationships.	
	13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.	
	13.3.3 Demonstrate effective listening and feedback techniques.	
	13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.	
	13.3.5 Apply ethical principles of communication in family, community and work settings.	
	13.3.6 Analyze the effects of communication technology in family, work, and community settings.	
13.4 Evaluate effective conflict prevention and management techniques.	13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.	
	13.4.4 Demonstrate nonviolent strategies that address conflict.	
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.	
	13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.	
	13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.	
	13.5.4 Demonstrate techniques that develop team and community spirit.	
	13.5.5 Demonstrate ways to organize and delegate responsibilities.	
	13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.	
13.6 Demonstrate standards that guide behavior in interpersonal relationships.	13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.	

Nutrition and Wellness		
Content Standards	**Competencies**	
14.1 Analyze factors that influence nutrition and wellness practices across the life span.	14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.	
	14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.	
14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.	
Parenting		
Content Standards	**Competencies**	
15.1 Analyze roles and responsibilities of parenting.	15.1.1 Analyze parenting roles across the life span.	
	15.1.2 Analyze expectations and responsibilities of parenting.	
	15.1.3 Analyze consequences of parenting practices to the individual, family, and society.	
	15.1.4 Analyze societal conditions that influence parenting across the life span.	
	15.1.5 Explain cultural differences in roles and responsibilities of parenting.	
15.2 Evaluate parenting practices that maximize human growth and development.	15.2.1 Choose nurturing practices that support human growth and development.	
	15.2.2 Apply communication strategies that promote positive self-esteem in family members.	
	15.2.3 Assess common practices and emerging research about discipline on human growth and development.	
	15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.	
	15.2.5 Apply criteria for selecting care and services for children.	
15.3 Evaluate external support systems that provide services for parents.	15.3.1 Assess community resources and services available to families.	
	15.3.3 Summarize current laws and policies related to parenting.	
15.4 Analyze physical and emotional factors related to beginning the parenting process.	15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.	
	15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.	
	15.4.3 Analyze implications of alternatives to biological parenthood.	
	15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.	

Child Development Course Topics and Related Standards Overview

CHILD DEVELOPMENT	FACS I	Middle School FACS
MIS03 # 09026	**MIS03 # 09022**	**MIS03 # 09006**
Preparation for Parenthood	*Preparation for Parenthood*	
Functions of the Family (6.2.2, 6.2.4)	Functions of the Family (6.2.2, 6.2.4)	
Changing Roles & Dynamics of Family (13.1.6, 13.3.1 - 13.3.6, 13.4.3 - 13.4.4)		
Readiness for Parenting (13.2.1, 13.2.3, 13.3.1, 13.3.4, 15.1.1 - 15.1.5)	Readiness for Parenting (13.2.1, 13.2.3, 13.3.1, 13.3.4, 15.1.1 - 15.1.5)	
Theories (4.2.1)	Theories (4.2.1)	
Disadvantaging Conditions [teen parenting] (7.4.1, 7.4.2, 7.4.4 - 7.4.6, 7.5.3 - 7.5.6)		
Adjustments for New Parents (13.1.6, 13.3.1)		
Legal & Financial Responsibilities (2.1.2, 2.6.1, 2.6.2)		
Reproduction (12.1.2, 12.1.3, 12.2.1, 12.2.2, 15.4.3, 15.4.4)		
Prenatal Development	*Prenatal Development*	
Heredity and Environment (12.2.1)	Heredity and Environment (12.2.1)	
Stages (15.4.1, 15.4.2)	Stages (15.4.1, 15.4.2)	
Care and Guidance	*Care and Guidance*	*Care and Guidance*
Ages and Stages of Child Development (4.2.3 - 4.2.5, 12.1.1 - 12.1.3, 12.2.1 - 12.2.5)	Ages and Stages of Child Development (4.2.3 - 4.2.5, 12.1.1 - 12.1.3, 12.2.1 - 12.2.5)	Ages and Stages of Child Development (4.2.3 - 4.2.5, 12.1.1 - 12.1.3, 12.2.1 - 12.2.5)
Observation (4.2.2)	Observation (4.2.2)	
Guidance (4.5.1 - 4.5.5)	Guidance (4.5.1 - 4.5.5)	Guidance (4.5.1 - 4.5.5)
Parenting Practices [routines] (15.2.1 - 15.2.3)	Parenting Practices [routines] (15.2.1 - 15.2.3)	Parenting Practices [routines] (15.2.1 - 15.2.3)
Health and Safety (4.4.1 - 4.4.4, 4.4.7, 9.2.1, 15.2.4)	Health and Safety (4.4.1 - 4.4.4, 4.4.7, 9.2.1, 15.2.4)	Health and Safety (4.4.1 - 4.4.4, 4.4.7, 9.2.1, 15.2.4)
Nutrition (9.3.4, 9.3.6, 14.1.2, 14.1.3, 14.3.1)	Nutrition (9.3.4, 9.3.6, 14.1.2, 14.1.3, 14.3.1)	Nutrition (9.3.4, 9.3.6, 14.1.2, 14.1.3, 14.3.1)
Child Care (15.2.5)	Child Care (15.2.5)	Child Care (15.2.5)
Child Protection (4.4.5, 4.4.7, 15.2.4)		
Developmentally Appropriate Activities	*Developmentally Appropriate Activities*	*Developmentally Appropriate Activities*
How Children Learn (12.2.1, 12.2.2, 12.3.1 - 12.3.3)	How Children Learn (12.2.1, 12.2.2, 12.3.1 - 12.3.3)	
Age Appropriate Activities (4.3.1 - 4.3.6)	Age Appropriate Activities (4.3.1 - 4.3.6)	Age Appropriate Activities (4.3.1 - 4.3.6)
Teamwork & Leadership Skills (13.5.1-13.5.5, 13.5.7, 13.6.3)		
Sources for Support (7.2.6 - 7.2.7, 15.3.1, 15.3.3)		
Related Careers (1.2.6 - 1.2.8, 4.1.1, 4.1.3, 12.1.1 - 12.1.3)		